

THE UNGRAMMATICAL CONSTRUCTIONS IN ENGLISH WRITING: ANALYSIS ON TYPES AND CAUSES

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Abstract: The present research is about analysis on ungrammatical constructions encountered in the texts written by Senior High School students. The objective of the study is to describe the ungrammatical constructions in clauses and phrases. The method of research is descriptive. The research participants were 28 students of Year-XI of “SMAN 1 Nanga Merakai Sintang” in Academic Year 2013/2014. The data were collected from corpus written by the students.

The students were still weak at writing texts. The grammatical constructions were 19 (13.77%) and 119 (86.23%) not. The grammatical problems concern the phrasal and the clausal construction.

That was 55.47% of the ungrammatical phrases have been made by the students. The other 44.53% ungrammatical constructions were at clauses. There was 53% of interlingual problem made by the students. The errors were *Omission of “to be”*, *Noun phrase* and *Preposition phrase* and 47% of intralingual errors.

Keywords: *ungrammatical construction, Types, Causes*

Abstrak: Penelitian ini adalah tentang analisis pada konstruksi gramatikal yang dihadapi dalam teks. Tujuan dari penelitian ini adalah untuk menggambarkan konstruksi gramatikal dalam klausa dan frasa. Metode penelitian yang digunakan adalah deskriptif. Partisipan dalam penelitian ini adalah 28 siswa dari tahun-XI SMAN 1 Nanga Merakai Sintang Tahun Ajaran 2013/2014. Data dikumpulkan dari corpus yang ditulis oleh siswa. Konstruksi gramatikal sebanyak 19 (13,77%) dan sedangkan 119 (86,23%) tidak gramatikal. Masalah tata bahasa terfokus pada frasa dan penulisan klausa. Di tingkat frasa, masalah tata bahasa berkaitan dengan urutan frasa kepala dan pengubahnya. Sebanyak 55,47% kesalahan di tingkat frasa. Sebanyak 44,53% konstruksi gramatikal lainnya berada di klausa. Misalnya penghilangan “to be”, kecocokan Subjek dan kata kerja dan penghilangan Subyek. Masalah-masalah tata bahasa disebabkan oleh pengaruh bahasa ibu dan masalah kesulitan dalam bahasa yang dipelajari. Ada 53% masalah yang dihadapi siswa dalam menulis adalah karena pengaruh bahasa ibu. Kesalahan penghilangan “be”, frasa benda dan frasa Preposisi dan 47% dari kesalahan intralingual dalam bahasa yang dipelajari.

Kata kunci: *ingramatikal, Kontruksi dan Kesalahan*

Language is constructed by the form and the function. The form deals with grammar and the function deals with meaning. The language forms the language rules such as phonology, morphology and syntax. The phonology concerns the sound system. It is aimed to tell how sounds are used in a system. Morphology concerns how words are formed; it deals with the structure of words and the relationship between morphemes within a word. Lastly, Syntax concerns the structure of phrases, clauses and sentences. The mastery of grammar supports the students to write a good English text with the right rules.

Furthermore, the learners' ability to write grammatical sentences or structure is put into much concern especially in an education system which relies on written examination to measure the learners' academic achievement. A specific instance of grammar is usually called a "structure". Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all languages, of course, have the same structures: the English verb has "aspects" for example in progressive, which many other languages do not apply. According to Harmer (2007:112), writing provides learners with more thinking time than the one they experience from spontaneous conversation. Therefore, writing offers more opportunities for learners to undergo the stage of language processing in which they will be thinking about the grammar of language. English language teachers may be ultimately faced with a dichotomy between competence of language and performance. Meanwhile, the learners may perform well in isolated grammatical exercises, but they may fail to perform the language naturally.

All languages are structured in a system. Strings of words have little or no meaning unless they are ordered in a way recognizable to the listener or the reader. Words in a sentence are fundamental building block of language like English. It is the simplest recognizable and useable element of written communication. As such, students must learn the function of each element of a sentence and the appropriate order for these components. This, then, is the basis of grammatical instruction. However, explicit grammatical instruction has fallen somewhat out of favor.

There may be some benefit in emphasizing formal grammatical instruction for native speakers and replacing it with, for example, intensive reading and writing programs. The solution for second language learners, however, will not be the same. Native speakers need to have a sufficient exposure to written and spoken English to be able to internalize the English language code by acquisition. Basic knowledge must be available before assimilation of implicit information becomes a viable learning tool. Therefore, basic grammar and grammatical constructions must be taught. According to Denham and Lobeck (2010:7) grammar is a complex system of rules that governs how speakers organize sounds into words and words into sentences. It is a complete set of rules needed to produce all the regular patterns in a given language. Grammar is the knowledge that as speakers of our languages, which enable us to produce and to understand language (Crowley, Lynch, Siegel and Piau, 1995:10). In general, according to Harmer (2001:12), grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce

sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. In linguistics, the term of grammar is used to refer to the rules or principles, by which a language works, its system or structure (Brinton, 2000:8). Therefore, grammar is one part of linguistic rules as mental instructions which determine how various linguistic units can be joined together: how words are put together to make up sentences, how morphemes are put together to make up words and even how phonemes are put together to make up morphemes (Crowley, Lynch, Siegel and Piau, 1995:10).

The dilemma is how to effectively provide minimal but explicit grammatical instruction. The success of the teaching and learning process is demonstrated by their ability to perform adequately in tests of grammatical knowledge in the form of writing. To ask the students to write a text can be the way to analyze their writing problem.

In relation to writing a text, it refers the students' ability to arrange ideas from one paragraph to another and connecting them cohesively and coherently and to describe a meaningful thing in texts. Unfortunately, based on the pre-observations, the students wrote a lot of ungrammatical constructions. Therefore, it is important to investigate the grammatical problem faced by the students through their written text.

The native language may influence the target language learning. When Indonesian students learn English, they may tend to transfer the system of Indonesian language into English either positively or negatively. The positive transfer occurs when Indonesian and English share the same properties like word order, that is, the subject is followed by the predicate. The negative transfer may occur when the two languages apply different systems. For instance, a noun phrase in English is mostly constructed by a head preceded by a modifier. In Indonesian, the noun phrase is made up of a head followed by a modifier.

Although students in Indonesia have studied English for at least six years, they still make ungrammatical constructions when using English. Therefore, it is important to know the forms and the sources of the problems, when the students learn English; the source of problems can be interlingual or intralingual. Interlingual problems may be caused by conflicting system of the target language with the first language According to Gass and Slinker (2008:103) Interlingual problems are those which can be attributed to the native language, for example when they involve cross-linguistic comparisons. The potential problem refers to mother-tongue influence, causing interlingual problems. They are very frequent at the initial stages of L2 learning since L1 is the only language system the learner knows and can draw on and therefore negative transfer takes place (Brown 2000: 224). When one learns the target language, a transfer takes place from all the previously learnt languages but the degree of transfer is variable. In relation to this, according to Troike (2006: 35) the transfer is called negative or interference when the L1 structure is used inappropriately in the L2.

The intralingual ones may be caused by the difficulty of the target language. In order to investigate the students' problem in learning English, it is interesting to analyze the ungrammatical construction made by the students. The

data are collected from textual corpus written by the students. According to Gass and Slinker (2008:103) intralingual problems are those that are due to the language being learned, independent of the native language. One would therefore expect similar intralingual errors to occur from speakers of a wide variety of first languages. Intralingual problem also called developmental problems in which according to Harmer (2007:96) these occur naturally as students' language knowledge develops, and are the result of the students making apparently sensible assumption about the way language work. Brown (2000:96) claims that only overgeneralization as a representation of negative interlingual transfer, but James (1980: 185-187) goes into more details. He refers intralingual problems to False analogy, Misanalysis, Incomplete Rule Application, Exploiting redundancy, Overlooking occurrence restrictions, Hypercorrection, Overgeneralization.

The purpose of this research was to describe ungrammatical constructions encountered in students' writing. The term of "ungrammatical" needs to be known clearly, so that we can recognize which sentences and words belong to the term. Fabb (2005:6) said that the notion of 'ungrammatical' should be distinguished from some more general notion of 'unacceptable'. Sentences might be grammatical by the rules of the language or dialect; but grammatical sentences might nevertheless be considered unacceptable for various reasons. One reason for deciding that a sentence is unacceptable is because it breaks some invented rule of 'proper language', such as the rule invented for English that a sentence should not end on a preposition.

The results dealt with the classification of the ungrammatical construction and the reason why this occurs. It will be discussed on the basic of interlingual and intralingual argument. The grammatical constructions cover phrasal and clausal level.

It is important to know about phrases and to be able to distinguish them from words and clauses. According to William and Archibald (2000:171) claim that phrases are built around nucleus called the head, a noun in the case of noun phrase, an adjective in the case of adjective phrase. Rozakis (2003:102) defines a *phrase* as a group of words that functions in a sentence as a single part of speech. A phrase does not have a subject or a predicate, so it cannot stand alone as an independent unit, it can function only as a part of speech. From the perspective of linguistic term, Crowley, Lynch, Siegel and Piau, (1995:19) argue that phrases are groups of words within a sentence that have some kind of grammatical links between them. According to Fabb (2005:2) phrase is a 'box' of words. In addition, the clausal level also takes place to discuss. According to Gelderen (2002:119) a clause contains one lexical verb. Hence, if there are two lexical verbs, there are two clauses. Similarly, Panston (2005:79) argues when a sentence is itself made up of two or more sentences are called clauses.

Method

In carrying out a research, it is necessary to describe the method that is used to achieve the goal. Singh (2006: 99) refers a research method to "a style of conducting a research work which is determined by the nature of the problem".

The method of this research is descriptive. Kothari (2004:2) refers a descriptive to a description of the state of affairs as it exists at present. The data of the present research will be described in relation to the existing result at the time of the research. Descriptive research is concerned with the description of data and characteristics about a population. The goal is the acquisition of factual, accurate and systematic data to calculate the average, the frequency and the similar statistical words. In other words, descriptive research is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation.

The research participants were the students of Grade XI at SMAN 1 Nanga Merakai which lies near Indonesia-Malaysia border. Class XI IPA B out of four classes in Grade XI in the school, was selected as the research participants. The total number of the participants number was 28 students. Twelve students were male and sixteen are female. The participants came from similar background of linguistic environment and language acquisition

Choosing an appropriate technique to collect data is very important. Technique of data collection is necessarily defined on the category of the required data. According to Hair, Anderson, Tatham, & Black cited in Alan and Nadeen (2005:97), there are two categories of data. They are metric and non-metric. Metric (quantitative) data refer to amounts or degrees, and they reflect relative quantity or distance. Metric data allow researchers to examine amount and magnitude. According to Muijs (2004:1) quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematics-based methods. Non-metric (qualitative) data refer to typically attributes, characteristics, or categories that describe an individual and cannot be quantified. Non-metric data are used predominantly as a method of describing and categorizing.

The teacher prepared the titles of the text writing and twenty eight writing sheets. The students were asked to write a composition by choosing one of the five titles. They were "*The Dangerous of Using Drugs*", "*Laptop as Students' Friend*", "*The important of Learning English*", "*Is Smoking Good for Us?*" and "*The Problem of Being too Fat*". After they chose the title, they began to arrange the idea with a *thesis* or the statement that contains topic and idea about it. The thesis or the topic sentence must be supported by at least two arguments. This text must be completed with a *Reorientation* or the conclusion.

The procedure of data analysis was described. The data were sorted out from the corpus into syntactic constructions, grammatical and ungrammatical constructions. The sorted out constructions were classified into phrases and clauses. Both clauses and phrases were calculated to have the percentage of each type of the ungrammaticality. The percentage of each ungrammatical construction to refers to their frequency of occurrences. Each type of ungrammatical construction is completed with its relevant example.

After the type of the ungrammatical phrase and clause construction, the potential causes why students make the ungrammatical construction are analyzed. Firstly, the analysis deals with the negative transfer from the students' mother tongue or national language. Secondly, the analysis will also concern with

intralungual problem. They were sorted out based on the type of causal type and their frequency of the occurrence. Each type of causal ungrammaticality were completed with the example too.

Findings and Discussion

The findings are presented in the order of the research questions raised in this study. The study specifically addressed the following questions:

1. *What ungrammatical constructions are encountered in the texts written by students?*
2. *How could the students make the ungrammatical constructions?*

The procedures of analyzing data are sorted out from the corpus into grammatical and ungrammatical constructions. The constructions were classified into phrases and clauses.

The ungrammatical construction occurs in phrases. They are noun phrases, adjective phrases and preposition phrases. One example of the ungrammatical noun phrases that the students made is shown in (1).

(1) Laptop has an *impact positive*.

“*Impact positive*” in (1) is ungrammatical noun phrase. In English, “impact positive” is not acceptable to native speakers. The adjective modifier “positive” must precede the noun head “impact”. Therefore, the correct order is “*positive impact*”.

The frequency of the ungrammatical phrases can be seen in Table 4.1. This ungrammatical example shows the ungrammatical words order of English phrases.

The following table shows the unacceptable phrases made by the students in writing texts. The ungrammatical phrases consist of 22 verb phrases, 31 noun phrases, 7 adjective phrase and 6 preposition phrases. Therefore, the ungrammatical phrases are 69 constructions out of 119 (55,47 %).

Table.1Ungrammatical Phrasal Constructions

No	Clauses	Frequency of Ungrammatical Constructions
1.	VP	22
2.	NP	31
3.	AdjP	7
4.	PP	6
Total		66

The ungrammatical clauses can be classified into *Omission of “to be”*, *Subject-Verb agreement* and *Omission of subject*. The examples of those constructions are shown from (2), (3) to (4).

(2) We necessary to know that smoking is bad.

(3) They are know if smoking is not good for health.

(4) Besides playing video game on laptop can also use it for listening music.

In Sentence (2), subject “we” is identified by a “to be” to link the adjective “necessary”. The appropriate “to be” of subject “we” is “are”. The other case

occurs on the subject- verb agreement. In Sentence (3), the subject “they” does not agree with verb “are”. Therefore, the verb “are” is ungrammatical because “*subject + be / noun*” is acceptable in nominal sentence but unacceptable in verbal sentence which has the structure “*subject + verb*”. The ungrammatical clause also occurs in subject. The example can be seen in (4). A clause must consist of at least a subject and a predicate. In Sentence ((4), the expected subject is unavailable. Therefore, the clause is ungrammatical.

The ungrammatical constructions in the levels of clauses can be seen in the following table.

Table.2.Ungrammatical Clausal Constructions		
No	Clauses	Frequency of Ungrammatical Construction
1.	<i>Omission of “to be”</i>	34
2.	<i>S-Verb Agreement</i>	9
3.	<i>Omission of Subject</i>	10
Total		53

Table 2. shows the ungrammatical constructions in clausal level made by the students. They missed “*to be*” in 34 constructions, inappropriate *S-Verb Agreement* in 9 constructions and missing *Subject* in 10 constructions. The total ungrammatical constructions in clauses are 53 out of 119 constructions (44,53 %) from the identified constructions in the students’ texts.

The sources of ungrammatical construction are divided into interlingual and intralingual problem. Interlingual problems occur when the first language influence the target language. Meanwhile, intralingual error occurs as the difficulty of the second or target language. Most ungrammatical constructions are mostly caused because of the negative transfer from Indonesia to English (interlingual errors). It can be seen in the following chart.

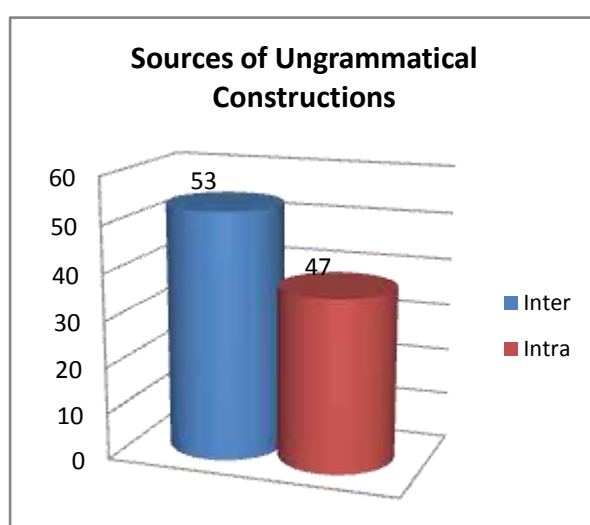


Chart 1. Interlingual and Intralingual Constructions

In reference to the findings, there were ungrammatical constructions in clauses and phrases when they students wrote compositions. The clausal ungrammaticality concerns the incomplete constructions like *Omission of "to be" and Subject*, and inappropriate *Subject-Verb agreement*. The phrasal ungrammaticality is considered in *Verb phrase, Noun phrase, Adjective phrase* and *Preposition phrase*. The ungrammaticality occurs interlingually and intralingually. Interlingual problems occur because the students' dominant language, Indonesian, is transferred into the target language, English. The intralingual problems occur because of the difficulty of the target language.

Based on the findings, the students made ungrammatical constructions at a clause level. There were 15 students who made ungrammatical construction in constructing sentences or 54% of them failed to use "*to be*". The writer assumed that this problem caused by the mother tongue interference or error resulting from the transfer of grammatical and stylistic elements from the source language to the target language. This problem can be classified into the sentence pattern as the incorrectness in omission because the students forget to put the "*to be*" whereas it is very important in making a sentence to be complete one. From the students writing, the examples of ungrammatical sentence pattern as seen in (6) and (7):

(6) English very important

(7) All student sure.

A nominal sentence always includes a "*to be*". A *to be* consists of *are, is, were* and *was*. The appropriate "*to be*" depends on whether the subject is singular or plural. In (6) and (7), the sentences are not grammatical, there is no *to be* after the subject *English*. The subject *English* is singular and it requires "*is*" so that the sentence must be "*English is very important*". As the same in (100), the subject "*all students*" is plural and it needs *are*.

A sentence should consist of at least one subject and one predicate and predicate consist of one verb. Mostly, a sentence contains the relevant object. In the students writing, from 9 out of 28 students, made the ungrammaticality in subject-verb agreement. For example; the inappropriate use of "*to be*" in both nominal and verbal sentences as follows:

(8) The drugs is medicines.

(9) Never say impossible but say I *am* do it.

The sentence in (8) is unacceptable, the subject "*Drug*" is singular and requires to be "*are*". However, in (9) the to be "*am*" is inappropriate place and it should be omitted because this is a verbal sentence. It is assumed that this case occur because the students have a false concept hypothesized. They seem like to think that after subject must be followed by "*to be*" such: *are, is* or *am*.

A subject cannot be separated from a sentence because a sentence requires it. However, there still some students did not include a subject in the sentence. From 28 students, 9 (32%) of them did incorrect sentence because the subjects are not available. The examples of omission of subjects are as seen in (10) and (11) as follows:

(10) Because can come out sick.

(11) Besides can play video game.

Furthermore, in a phrase level, it found that the students also made ungrammatical constructions such as a *verb phrase*, a *noun phrase*, an *adjective phrase* and a *preposition phrase*.

There were 61% of the students made ungrammaticalities in verb phrase. One of them is when the students wrote sentences using modal verb. For example as follows:

(12) They may killed themselves.

(13) He *will having* the drugs.

Modal verb such as *can*, *will*, *must*, *may*, *have to*, *could* and *should* must be followed by a bare infinitive. The verb “*killed*” in (12) is not acceptable because it is a past participle. The bare infinitive of this is “*kill*”, so the grammatical sentence should be “*They may kill themselves*”. The ungrammatical modal verb also occurs in (13). The verb “*having*” is present participle ending in “*-ing*” and unacceptable to apply because the required verb is infinitive.

In addition, there were 16 students made ungrammatical constructions in noun phrase or 58% from 28 students when they wrote the compositions. The writer assumed that this happened because of the influences of mother tongue or their own first language. The example of the ungrammatical constructions that the students made as seen as follows:

(14) Laptop have impact positive and impact negative.

(15) Is smoking not very good to the body we?

“*Impact positive*” and “*impact negative*” in (14) do not belong to the structure of a noun phrase. In a noun phrase, an adjective comes before a noun. “*Impact*” is a noun and positive is adjective. Therefore, the correct order is “*positive impact*”. The ungrammatical noun phrase also can be seen in (15). The “*the body we*” is not acceptable to express possessive adjective. The possessive adjective of “*we*” is “*our*”. The suitable expression for the sentence is “*our body*”.

The next, the students made ungrammatical form of adjective phrase. Adjective phrases are built around adjective, which indicates properties of nouns. From 28 students, 6 students made ungrammatical constructions in adjective phrase or only 21%. It means the students have done good enough constructions in this area. The example of ungrammatical adjective phrase as seen in:

(16) Laptop is also very *help*.

The main word in an adjective phrase is an adjective. The word “*help*” in (16) is not acceptable because “*help*” is a verb while the required adjective is “*helpful*”.

The students made ungrammatical constructions not only at adjective phrase but also at preposition phrase. The preposition phrase is constructed around a preposition. A preposition phrase includes a preposition and a noun phrase. From 28 students who participated in this research, only 3 students made incorrect preposition phrase. Meanwhile, 89% of the students made the correct preposition phrase. The example of the incorrect preposition phrase:

(17) A laptop is very useful *in era modern*

Preposition phrase “*in era modern*” in (17) is not in order. The prepositional complement is typically a noun phrase. An adjective comes first before a noun. The adjective in (17) is “*modern*”, while the noun is “*era*”. Therefore, the correct order of the prepositional phrase is “*in modern era*”.

Of all the ungrammatical constructions in both the clauses and the phrases, it is very necessary to know the sources of the students’ problem in writing text whether they occur because of interlingual or intralingual problems.

One source of the students’ ungrammatical problem in learning second language cannot be separated from a language transfer from the first language to the target one. According to Muriel (2006: 35) a transfer is called positive or facilitating when the same structure is appropriate in both languages, and called negative or interference when the L1 structure is used inappropriately in the L2. The transfer or interference from L1 to L2 is called an interlingual problem.

As mentioned, an interlingual problem is caused by the influence of a first language or L1. It is very frequent at the initial stages of L2 learning since the L1 is the only language system that the learner knows and can draw on and therefore negative transfer can take place. With regard to the students’ writing, it is found that the students made a negative transfer from Indonesia to English. One of them is missing “to be”. Omission of “*to be*” means that the students did not include *are*, *is* or *am* (in the present), or *were* or *was* (in past) in a sentence. There were 15 (54%) of the students made ungrammatical forms at this area. The examples of missing “*to be*” are as seen in (6) and (7) as follows:

(18) That not good. (Target Language)

Itutidakbaik. (Mother Tongue)

(19) That very high. (Target Language)

Itusangattinggi. (Mother Tongue)

In Sentence (18), Indonesian rule is expressed. “That not good” is accepted to the rule. The meaning is “*itutidakbaik*”. But, it is not grammatical in English because “*good*” is an adjective of which before an adjective must be preceded by a “*to be*”. The appropriate “*to be*” of a subject “*that*” is “*is*”. Thus, the grammatical sentence is “that is good”. Similarly, Sentence (19), the adjective phrase “*very high*” must be preceded by a “*to be*”.

The negative transfer also occurred in the target language that is in a noun phrase. A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun. There were 16 students made ungrammatical forms in noun phrase. Meanwhile, only 12 students made correct forms in this area. The examples of the incorrect forms are:

(20) danger smoke. (Target Language)

bahayamerokok. (Mother Tongue)

(21) chemistry dangerous. (Target Language)

bahayakimia. (Mother Tongue)

(22) body human being. (Target Language)

tubuhmanusia. (Mother Tongue)

(23) sick cancer. (Target Language)

sakitkanker. (Mother Tongue)

In (20) the word choice “smoke” is not acceptable. The word “*danger*” is a noun; it will always be followed by “*of*” and preceded by a gerund. Therefore, the appropriate word choice is “*smoking*” rather than “*smoke*”. In (21), the words order is not correct. A noun phrase covers an adjective as a modifier and a noun. A modifier comes before a noun. The adjective here is “*dangerous*”, should be before the noun “*chemistry*”. So, the correct NP is *dangerous “chemistry*”. In (22), the problem is the order of direct and indirect noun. The indirect noun precedes the direct noun. The appropriate order of the noun phrase is “*human being body*”. In (23), the word “*sick*” is not necessary, because the word “*cancer*” is already meaningful. These ungrammatical phrases occur because of negative transfer from Indonesia to English.

The students also encountered the problem in constructing a preposition phrase. This is caused by the transfer from Indonesia structure to English as the target language. However, from 28 students, only 3 students who made incorrect preposition phrase. The examples of the incorrect phrases are (24) and (25):

L1	L2
(24) Dalam dunia Pendidikan	<i>in word education</i>
(25) Dalam teknologi modern	<i>in tecnology modern</i>

The last source of the students’ problem in writing English text is an intralingual problem. William and John (2000:413) claim that intralingual problem refers to the developmental errors involving the sort of problem that the students make in acquiring their first language. The students have made some intralingual problems such as inadequate learning, overgeneralization and random problem.

According to James (1980: 185-187) one type of intralingual problem is incomplete leaning. It refers to incomplete rule application happens when the learner does not apply all the rules necessary to apply in a particular situation. In fact, it is the converse of overgeneralization. Touchie (1986:79) refers inadequate learning to the cause by ignorance of rule restrictions or under differentiation. There are three ungrammatical sentences made by the students when they wrote the compositions. They were “*Omission of subject*” in which the students wrote the sentences without including the subject of sentences, *Omission of “be”* in passive voice where the students did not write the structure of sentences in correct order, and the last, adjective phrase in which the students did not follow the rule of English structure. The examples of inadequate learning are shown in (26), (27), (28) and (29).

- (26) Because can cure a disease. (mission of Subject)
- (27) The laptop can use to play game. (omission of “be”)
- (28) It is *very danger* (AdjP)
- (29) It is *very illness* (AdjP)

The next type of intralingual problem is Overgeneralization. According to Denham and Lobeck (2010:31) Overgeneralization refers to the process of figuring out a grammatical rule and applying it generally within the target language. The learners generalize a special rule or item in the L2 beyond legitimate bounds. Based on the findings, from 28 students, only 9 students made

ungrammatical construction in this area. The examples are shown in (30) and (31) below:

(30) I *am* do it

(31) They *are* know if smoking is not good for body.

The ungrammatical constructions of the two sentence above show that the students have wrong assumptions in which they probably thought that every sentence should be followed by “*to be*”.

The last type of intralingual problem found in the students writing is Random Error. According to Brown (2000:227) Random Error is also called pre-systematic, in which the learner is only vaguely aware that there is some systematic order to a particular class of items. There were 10 students out of 28 who made ungrammatical construction, especially in subject-verb agreement. The examples of the students’ random error are shown in (32), (33) and (34).

(32) We can to use a laptop.

(33) They will broken their life.

(34) We can talking to them.

Sentence (32), (33) and (34) show the inconsistency of using verbs in modals. First, in (32), the students use an infinitive with “to”, then in (33), the past participle and in (34), the students use “*verb + ing*”. These show the random ungrammatical constructions.

Conclusion and suggestion

Conclusion

In relation to the explanation in the previous chapter, the writer concludes that the ungrammatical constructions, interlingual and intralingual problems made by the second year students of SMAN 1 Nanga MerakaiSintang in writing texts. There were 138 constructions in the students’ text writing. 119 constructions were considered ungrammatical because they were applied in the wrong rules or convention of language and the rest 19 were grammatical. The ungrammatical construction found during the research covers phrases and clauses. The kinds of phrase are *Verb phrase of 22 constructions, Noun phrase of 31 constructions, Adjective phrase of 7 constructions and Preposition phrase of 6 constructions*. In clause level, there were *Omission of “to be” of 34 constructions, Subject-Verb agreement of 9 constructions and Omission of subject of 10 constructions*. The types of error in the students’ writing were interlingual error and intralingual error. The interlingual errors are *Omission of to be, Noun phrase and Preposition phrase*. and the intralingual errors were *Inadequate learning, Overgeneralization and Random error*.

Suggestion

The Regent of Sintang, Drs. Milton Crosby, M. Si, should prepare enough English teachers to the schools particularly for SMA Negeri 1 Nanga Merakai due to only one English teacher handles nine classes so that the students’ writing can be better and the teacher may focus on the students problems in writing English.

The ungrammatical phrases and clauses made by the students need to be mostly the concern of the teacher in SMAN 1 Nanga Merakai. Try to make the students to do enough practices in the classroom learning.

The students tended to deliver their first language into English when they wrote sentences, therefore the English teacher should improve the way they teach and prepare systematic materials to reduce the ungrammatical form between Indonesian and English.

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